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ABSTRACT

This teacher's guide about the 50 state quarters produced by the United States Mint includes 6 lesson plans that fit easily into the social studies curriculum for grades K-1. The lesson plans include reproducible student work pages that coincide with each lesson; state facts and information about the new 2001 state quarter designs (New York, North Carolina, Rhode Island, Vermont, and Kentucky); U.S. map template with state outlines, names, and capitals; and 50 State Quarters Program 1999-2001 reproducible coin art. Each of the six lessons provides the teacher with educational objectives, curriculum connections, groupings, and class time needed for implementation. (BT)

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The Greatest Educational Change America Has Ever Seen, 2001: Lesson Plans for Grades K-1

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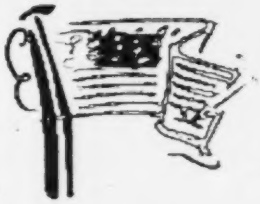
This teaching guide includes:

- 6 teacher-friendly lesson plans that fit easily into your curriculum
- Reproducible student workpages that coincide with each lesson
- Fun state facts and information on the new quarter designs
- USA map template with state outlines, names, and capitals
- 50 State Quarters™ Program 1999-2001 Reproducible Coin Art

The Greatest Educational Change America Has Ever Seen

Grades K-1

The Greatest Educational Change America Has Ever Seen



Lesson Plans for Grades K-1

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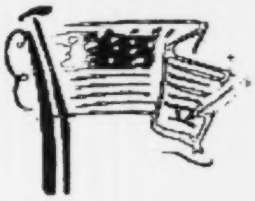

1: Mural Mania

OBJECTIVE:

Students will learn about the state in which they live and create a mural to display symbols for their state.

MATERIALS:

- Large white roll paper
- Scissors
- Markers
- Construction paper
- Glue
- Chart paper
- "My State is Great!" work page (page 4)
- "Create a Quarter!" work page (page 5)
- A book about your state

PREPARATIONS:

- Find a book about your state, or research key facts about your state to discuss with the class.
- Collect pictures of the state flower, tree, and bird, if not covered in the book (optional).
- Copy "My State is Great!" work page (page 4), one per student.
- Copy "Create a Quarter!" work page (page 5), one per student.
- Spread roll paper out onto hard surface.
- Hang chart paper for brainstorming (or use chalkboard).

GROUPING:

- Whole group

CLASS TIME:

- 1-2 class periods

CONNECTIONS:

- Social Studies
- Language Arts
- Art

TERMS and CONCEPTS:

- Symbol
- Physical features

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Creating a Mural About Students' Home State

STEPS:

1. Discuss the meaning of the word "symbol" with students and show some examples. Tell students that you will be reading to them a book about their state and that they will be using information from the book to create symbols for their state.
2. Read aloud a book about the state in which you live. (Or discuss key facts about the state, if an appropriate book is not available.) On chart paper, write down the different information mentioned in the state book. Ask students to think of ways to represent each piece of information with a picture or symbol.
3. Hand out the "My State is Great!" work page (page 4) and have students complete it as a class, identifying other important information about the state that could be represented on the mural. Add these items to the chart, along with students' ideas on how to represent each with a picture.
4. Tell students that they will be making a mural to display the symbols they created. Discuss what a mural is and how to make one. Ask students to decide which symbol(s) they would like to add to the mural and assign tasks.
5. Once students understand the project, send them to different spots on either side of the long roll paper (if your class is too big for all to work on it at once, break them up into groups and let them take turns, or create more than one mural). Assist students with their ideas and where to put their symbols on the mural.
6. When the mural is finished, ask students to share with one another the work they did on the mural. Encourage them to explain the meaning of the symbols they drew. Hang the mural somewhere in the classroom or school where everyone will see and enjoy it!
7. Hand out the "Create a Quarter!" work page (page 5). Have students design a quarter for their state on the work page.

ENRICHMENT/EXTENSIONS:

Complete the mural activity for one of the states for which a quarter is being released in 2001.

Create a mural about the class. Students can add symbols to represent important things about themselves.

Ask students to design a quarter to represent their family.

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Name _____ Date _____

My State is Great!

DIRECTIONS:
Share facts about your state using words and pictures.

1. Write the name of your state: _____

2. Circle the physical features found in your state:

A Farm

A Mountain

A Beach

A River

A Desert

A City

A Forest

The Arctic

3. Draw:

Your state flower	Your state tree	Your state bird

4. Write the name of an important person from your state:

_____

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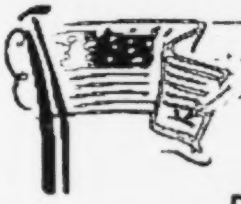
Name _____ Date _____



Create a Quarter!

DIRECTIONS:
Pretend you are an artist at the United States Mint.
Draw a new quarter for your state.

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2: We Flip for Quarters!

OBJECTIVE:

Students will use a chart to find information and then create pop-up flip books about a state for which a new quarter was released in 2001.

MATERIALS:

- "State Symbols" work page (page 8)
- Pop-up flip book template (page 9), one per student
  NOTE: You may wish to make the pop-up flip books for each student in advance. A great activity for a parent volunteer!
- Multi-colored scraps of construction paper
- Reproducible 50 State Quarters™ Program Coin Sheets (pages 29 and 30)
- Markers or crayons • Glue • Scissors

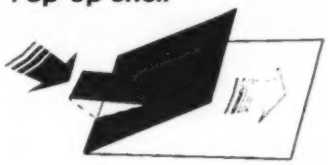
PREPARATIONS:

- Copy "State Symbols" work page (page 8), one per student.
- Copy and reduce state quarters for front of pop-up flip book.
- Create pop-up flip books, one per student, as described below:

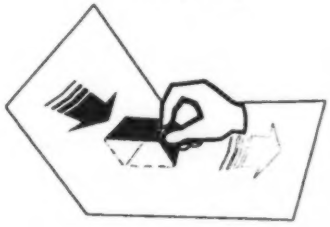
Pop-up Flip Book Instructions:

1. Copy pop-up flip book template sheet (page 9), one per student.
2. Fold sheet in half lengthwise (along solid line).
3. Cut along dotted lines on book cover to make pop-up flip-up flaps.
4. Cut two slits per flap along dotted lines.
5. Open flap and crease to create pop-up "shelves."

How to Create the Pop-Up Shelf



Cut 2 slits per flap along the dotted lines to create the shelf opening.



Open flap and pinch the slots to create the "flip shelf."

GROUPING:

- Whole group
- Individuals or groups of 2 (teacher's discretion)

CLASS TIME:

- 1 hour

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Using a Chart to Find Information

CONNECTIONS:

- Social Studies
- Language Arts
- Art

TERMS and CONCEPTS:

- Symbol
- Chart

STEPS:

1. Explain that the class will use a chart to gather information about a state for which a new quarter was released in 2001. They will use that information to create a pop-up flip book about the state.
2. Distribute the "State Symbols" work page (page 8) and demonstrate how to find information about a specific state (e.g., the state bird of New York).
3. Display a blank pop-up flip book and explain that you will begin making a book together, then everyone will work on their own books. Choose a state and write it on the front of the pop-up flip book.
4. With the students, read the label on the front of each flap. Open the first flap, show the students how the "shelf" pops up, and explain that this is where the artwork for each state symbol will go.
5. Ask a volunteer to locate the state bird. Have another volunteer use a piece of the scrap paper to draw and cut out a picture of the bird. In the meantime, invite another volunteer to record the name of the bird somewhere on that section. (Depending on students' writing abilities, you may wish to have them write complete sentences in each section.) When the bird artwork is completed, demonstrate pasting it onto the shelf so that it will pop up when the flap is opened.
6. Assign or allow students to select one of the five states. Distribute blank pop-up flip book templates (page 9), markers, scissors, and paste, and allow students about 30 minutes to complete their books. Encourage students to invent catchy titles for their books.

ENRICHMENT/EXTENSIONS:

Have students work in a "pop-up flip book center" to create books about all five 2001 quarters.

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Name _____ Date _____

State Symbols

	New Quarter	State Bird	State Tree	State Flower
New York		Eastern Bluebird	Sugar Maple	Rose
North Carolina		Cardinal	Pine	Dogwood
Rhode Island		Rhode Island Red Hen	Red Maple	Violet
Vermont		Hermit Thrush	Sugar Maple	Red Clover
Kentucky		Kentucky Cardinal	Tulip Poplar	Goldenrod

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Fold F

Cut

Crease

State

Cut

Crease

Book for

Flower

Cut

Crease

's State Flip

Flip

Cut

Crease

Name

Book

Fold F

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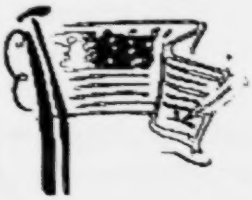

3: Quarter Sorter

OBJECTIVE:

Students will use various sorting rules to sort 1999, 2000, and 2001 quarters and then graph their results.

MATERIALS:

- Two large pieces of yarn, each joined at the ends to make a circle
- Index cards
- "Quarter Sorter" work page (page 12)
- Reproducible 50 State Quarters™ Program Coin Sheets (pages 29 and 30)
- "Quarters Count!" work page (page 13)
- Pencils
- Glue
- Scissors
- Crayons or markers

PREPARATIONS:

- Copy, enlarge, cut out, and laminate 1999, 2000, and 2001 Reproducible 50 State Quarters™ Program Coin Sheets (pages 29 and 30, for class demonstration).
- Copy 1999, 2000, and 2001 Reproducible 50 State Quarters™ Program Coin Sheets (pages 29 and 30), one set per student (for student activity).
- Copy "Quarter Sorter" and "Quarters Count!" work pages (pages 12 and 13), one of each per student.
- Place yarn circles on floor to make Venn diagram.

GROUPING:

- Whole group
- Groups of 2

CLASS TIME:

- 1-2 class periods

CONNECTIONS:

- Math
- Social Studies

TERMS and CONCEPTS:

- Sort
- Rule
- Venn diagram
- Graph

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Sorting Items Using a Venn Diagram and Graphing Results

STEPS:

1. Gather students on the floor, forming a circle around the Venn diagram.
2. Introduce or review the purpose of the Venn diagram. Briefly explain that you will be using the Venn diagram to sort quarters.
3. Lay the 15 enlarged quarters on the floor. Ask students what they notice about the quarters. Guide them in sharing details found on each quarter and determining characteristics that are the same and different between the quarters.
4. Remind students that you will use the two circles of the Venn diagram to sort the quarters. Using a very simple sorting rule (e.g., People/No People or Trees/People), begin placing quarters in the Venn diagram.
5. Invite volunteers to determine your sorting rule by asking, "Why have I placed these quarters in separate circles?" Continue adding quarters until a student volunteers, and then invite him/her to add another quarter to the diagram without explaining the rule. Have students continue to add quarters to the diagram until all of the quarters have been placed.
6. When all quarters have been placed in the Venn diagram, call on a student to explain the rule. Write the categories on two index cards and place them next to the appropriate circles.
7. Repeat steps 4, 5, and 6 as time allows, using different sorting rules. Allow students to invent rules and begin the Venn diagram.
8. After several sorting rules have been discussed, assign partners and hand out the "Quarter Sorter" work page (page 12) and a copy of the 1999, 2000, and 2001 quarters sheets to each pair. Assign (or have students vote on) a rule they will use to sort their quarters and complete the work page. Students should label each circle with the appropriate rule, cut out quarters from the coin sheets, and paste them in the correct place on the Venn diagram.
9. Hand out the "Quarters Count!" work page (page 13). You may need to review graphing if this concept is new for the students. As a class, count the number of quarters that fit the rules and ask them to color in that many blocks on their graph.

ENRICHMENT/EXTENSIONS:

Students can sort other objects using Venn diagrams. Before labeling the diagram, they can challenge classmates or family members to figure out their sorting rules.

Students can practice graphing the results of their own sorting activities.

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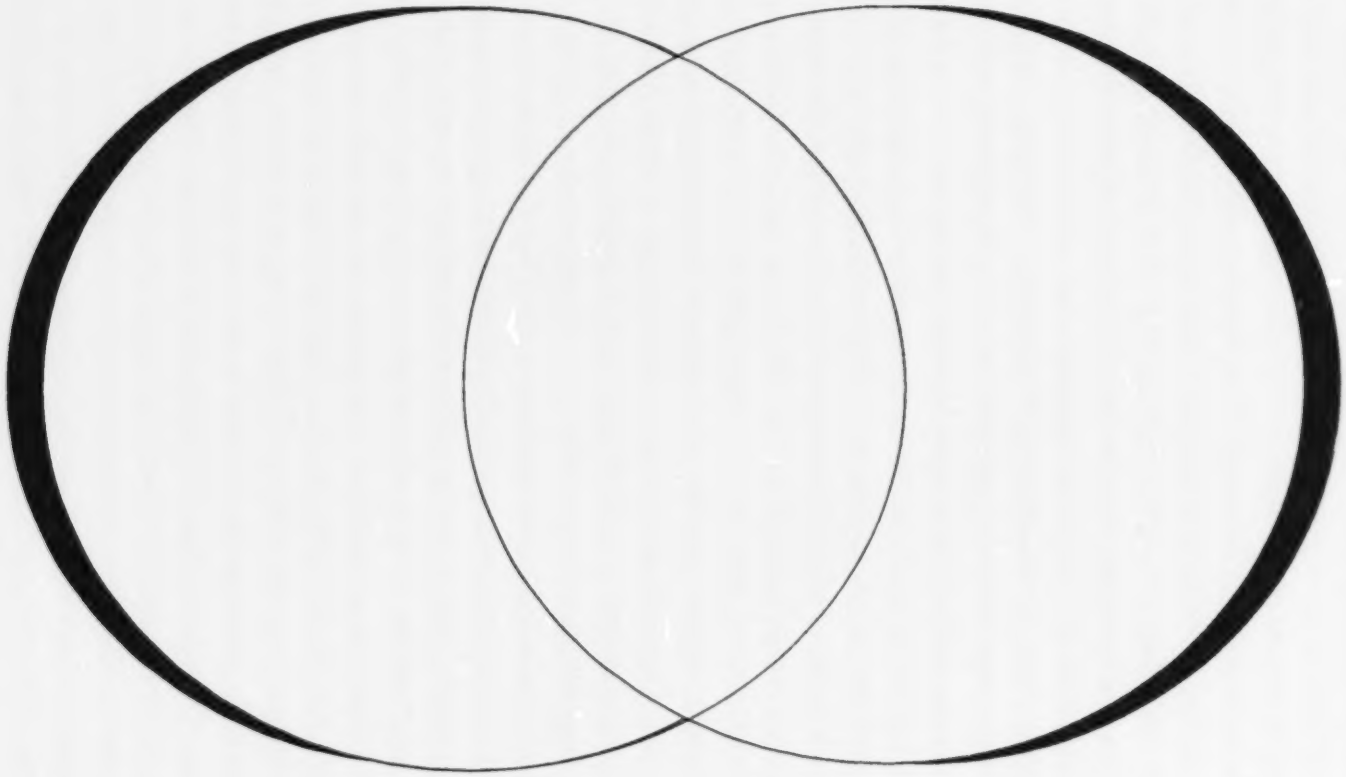
Name _____ Date _____

Quarter Sorter

DIRECTIONS:
Cut and paste the quarters in the Venn diagram.
Write your sorting rules below.



_____ **Rule A**

_____ **Rule B**

No Match

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Name _____ Date _____

Quarters Count!

DIRECTIONS:

Using data from your Venn diagram, record how many quarters fit each rule.

NUMBER OF QUARTERS

15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0

How many fit RULE A?	How many fit RULE B?	How many fit BOTH rules?	How many fit NONE of the rules?

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4: Money Match

OBJECTIVE:

Students review coin identification and learn the value of each coin.

MATERIALS:

- "Money Match" game cards (page 16)
- "Making Sense of Cents!" work page (page 17)
- Pencils

PREPARATIONS:

- Copy, cut out, and laminate (if desired) "Money Match" game cards (page 16). Create one set for each pair of students; coin picture cards should be copied on one color paper, coin value cards on another color.
- Copy "Making Sense of Cents!" work page (page 17).

GROUPING:

- Groups of 2

CLASS TIME:

- 40 minutes

CONNECTIONS:

- Math

TERMS and CONCEPTS:

- Money
- Value

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Recognizing Coins and Understanding Their Value

STEPS:

1. Explain that students will play a game where they will match coins with their values.
2. Gather students in a circle, pair them up into groups of 2, and demonstrate the game.
3. Distribute one set of cards, two "Making Sense of Cents!" work pages (page 17), and pencils to each pair. Send pairs to locations on the floor or at tables where there is ample space to spread out the cards and write on the work pages.
4. Allow 20 minutes for students to play the game.
5. When time is called, direct students' attention to their "Making Sense of Cents!" work page (page 17). Remind them that they are to write in the name of each coin, and then draw a line from the coin to its value. They may work with their partner and refer to the cards they've just matched up.

How to Play "Money Match":

1. Spread cards face down on floor, table, or desk.
2. The first player turns over a coin card and a value card.
3. If the coin and the value match, the player keeps the cards and takes another turn. Otherwise, he turns the cards back over in the same place.
4. The second player takes a turn, repeating steps 2 and 3.
5. Players take turns until all cards have been paired up and collected.

ENRICHMENT/EXTENSIONS:

Increase the difficulty of the game by incorporating coin combinations and corresponding values (e.g., two dimes and 20¢).

Students can play a quarter match game, matching pictures of the commemorative quarters to the names of the states they represent. Simply copy the quarters from the Reproducible 50 State Quarters™ Program Coin Sheets (pages 29 and 30), paste onto colored index cards or squares of construction paper, and then write the state names on index cards or construction paper of another color.

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Money Match $1	Golden Dollar
Money Match 50¢	Half-Dollar
Money Match 25¢	Quarter
Money Match 10¢	Dime
Money Match 5¢	Nickel
Money Match 1¢	Cent

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Name _____ Date _____

Making Sense of Cents!

DIRECTIONS:
Draw a line from the coin to its value.
Write the name of each coin below.

10¢

50¢

1¢

5¢

$1

25¢

17

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5: Quarter Combos

OBJECTIVE:

Students will review coins and their values and create coin combinations that equal 25 cents.

MATERIALS:

- Cents, nickels, dimes, quarters (real coins, play money, or paper coins copied from the reproducible coin sheets, pages 29-32), several copies per student
- Dice (one die per group)
- Quarter cards (page 20)
- "Quarter Combos" work page (page 21)
- Glue or paste
- Scissors

PREPARATIONS:

- Copy and cut out quarter cards (eight cards per group, page 20).
- Copy "Quarter Combos" work page (page 21), one per student.
- Assemble one bag of coins per group, using an assortment of coins (cents, nickels, dimes, and quarters—based on students' mastery of coin values, teachers should use their discretion in deciding which coins and how many of each coin to include in each set).

GROUPING:

- Small groups (3 or 4)

CLASS TIME:

- 1 class period

CONNECTIONS:

- Math

TERMS and CONCEPTS:

- Value

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Adding Coin Values

STEPS:

1. Explain that the class will play a game where they will roll a die and collect coins. Each time a student collects enough coins to make an even trade for a quarter, he will collect a quarter card. The object of the game is to collect as many quarter cards as possible.
2. Review coins and their values, if necessary.
3. With two student volunteers, demonstrate the game "Add it Up" (see below).
4. Allow students 15-20 minutes to play the game.
5. After time is called, hand out the "Quarter Combos" work page (page 21) and several copies of the reproducible coin sheets (pages 29-32). Students should cut and paste coins to demonstrate four coin combinations that equal 25 cents.

How to Play "Add it Up":

1. Players sit in a circle, with coins spread out in the middle. The pile of quarter cards can be placed next to the coins.
2. The first player rolls the die, then takes coins equal to that value from the pile (e.g., player rolls a 5 and takes five cents or one nickel).
3. The remaining players take turns in the same fashion, repeating turns until someone has 25 cents.
4. Each time a player reaches 25 cents, he should call out "25 cents," then count his money aloud. The other players should check his counting. He should then take one quarter card from the pile (to be colored later).
5. When time is called, the player who has collected the most quarter cards wins.

ENRICHMENT/EXTENSIONS:

Increase the difficulty of the game by using two dice, enabling students to achieve a greater variety of coin combinations.

Students can play "Add it Up" until they reach 50 cents / 75 cents / a dollar.

Students can create and record coin combinations in higher amounts, then challenge others in school or at home to invent new combinations that are equal in value.

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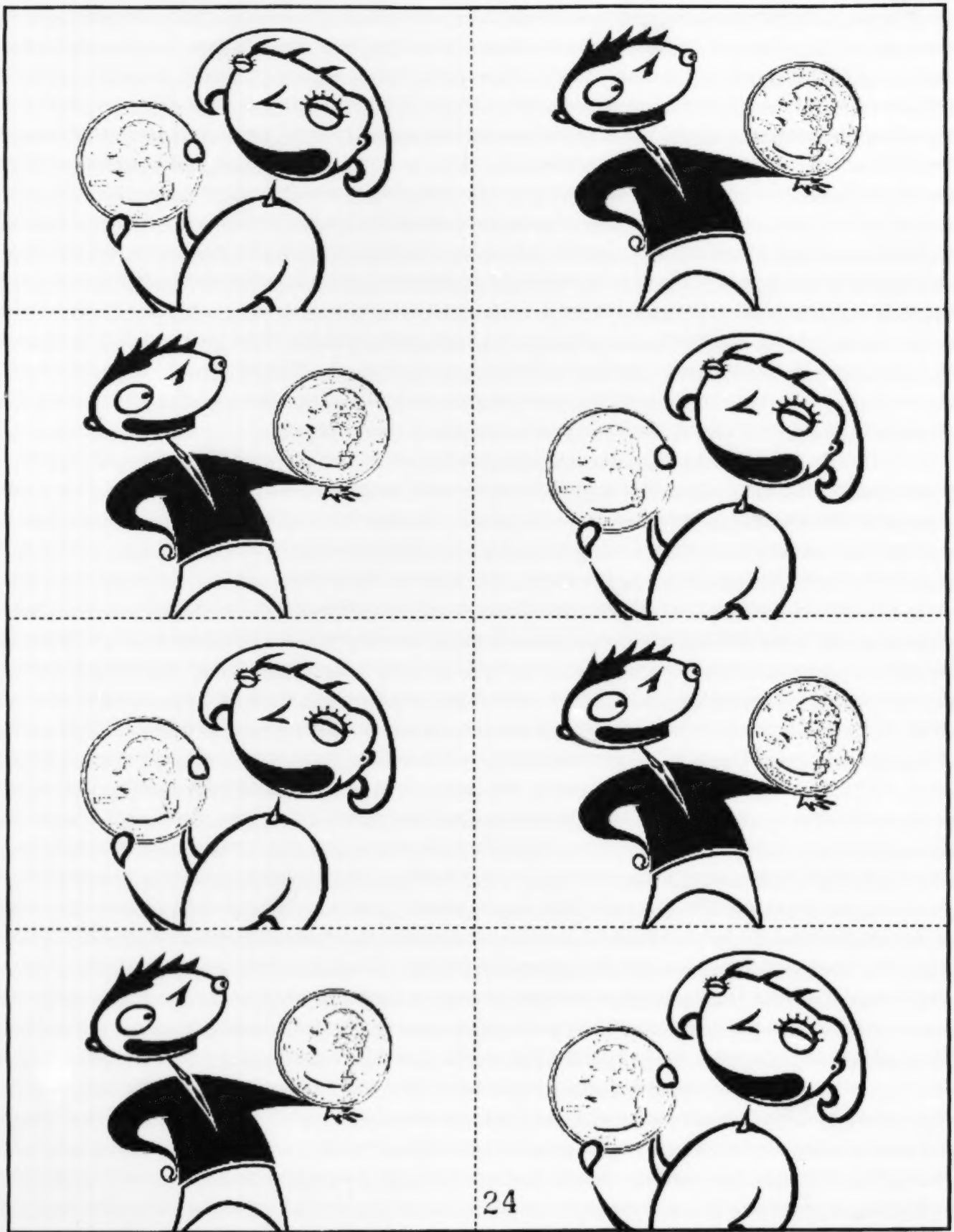

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Name _____ Date _____

Quarter Combos

DIRECTIONS:

After playing "Add it Up," cut and paste your coin combinations in one of the circles below. Use the other circles to record other ways to make 25¢.

25¢

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6: Tip the Scales

OBJECTIVE:

Using coins as the standard of measure, students will estimate and check weights of classroom objects.

MATERIALS:

- Cents
- Quarters
- Balance scales (one per group)
- "Tip the Scales" work pages (pages 24 and 25)
- Pencils
- Crayons

PREPARATIONS:

- Set up one weighing station per group that will include:
  - 1 balance scale
  - 1 set of objects to weigh (e.g., 1 glue stick, 1 chalkboard/ whiteboard eraser, 1 package of markers, 1 small book)
  - Cup of cents
  - 1 quarter
  - Pencils and crayons
  - "Tip the Scales" work pages (pages 24 and 25), one per student

GROUPING:

- Small groups (3 or 4)

NOTE: You may wish to invite a parent or upper-grade student volunteer to work with each group of students.

CLASS TIME:

- 1 class period

CONNECTIONS:

- Science
- Math

TERMS and CONCEPTS:

- Estimate
- Balance
- Weight
- Value

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Estimating and Verifying Weight

STEPS:

1. Explain that the class will work in groups to estimate the weights of classroom objects, and then check their estimates at weighing stations. Review the terms "estimate," "weight," and "balance."
2. Display the "Tip the Scales" work pages (pages 24 and 25). Explain that everyone in the group will work together to weigh the objects and check the estimates.
3. Sit at one of the work stations and explain that you will demonstrate the entire estimation/weighing process with a different item than the ones the children will work with.
4. Hold up an eraser and ask a volunteer to estimate how many cents will weigh the same as the eraser. Write the estimate in the spaces provided on the work page.
5. Place the eraser on the scale and ask students to remind you how many cents have been estimated to balance the scale. Start putting cents in the scale and count aloud.
6. Add cents until the scale is balanced or the estimated number has been reached. (It may be necessary to explain what the scale should look like when it is balanced.)
7. If the estimated number comes first, then discuss what happened, and whether or not the estimate has been confirmed. Then, add cents until the scale is balanced. If the scale balances before the estimated number has been reached, discuss how close the estimate was to the actual number of cents needed.
8. Remind students that they will be weighing different classroom objects, and show them the objects they will work with.
9. Assign groups and send each group to a station. You may wish to assign jobs (balancer, counter, cent dropper) within each group, so that every child participates. Students could then rotate jobs with each new object.
10. Allow students 25 minutes to complete the tasks. When time is called, ask students to share how close their estimates were, and what surprised them during the activity. You may wish to discuss the "brain teaser" activity on the work page, highlighting the difference between weight and value (25 cents are worth one quarter, but 25 cents weigh more than one quarter).

ENRICHMENT/EXTENSIONS:

Students may create their own weighing challenges to trade with classmates: weigh an object using cents or quarters and ask a friend to estimate the weight. The students can then check the estimate together.

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Name_____ Date_____

Tip the Scales—Part 1

DIRECTIONS:
Draw each object in the box and write your estimate for its weight in cents. Then weigh the object and record the actual weight.

1. Class Warm-Up!

As a class, estimate how many cents equal the weight of an eraser.

My Estimate:		Actual Weight:
_____ Cents		_____ Cents

How close was your estimate? Circle your results below.

Exact.	**Close.**	**Far Off.**
I guessed the exact amount.	My guess was not quite the amount.	My guess was not near the exact amount.

2. Your Turn!

Choose items from your classroom and estimate the weight in cents.

My Estimate:		Actual Weight:
_____ Cents		_____ Cents

_____
My Item

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Name _____ Date _____

Tip the Scales—Part 2

My Estimate:		Actual Weight:
_____ Cents		_____ Cents
	My Item	

My Estimate:		Actual Weight:
_____ Cents		_____ Cents
	My Item	

My Estimate:		Actual Weight:
_____ Cents		_____ Cents
	My Item	

3. Brain Teaser!

Guess how many cents equal the weight of one quarter.
As a class, weigh the coins and record your answer.

My Estimate:		Actual Weight:
1 quarter = _____ Cents		1 quarter = _____ Cents

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State Information 2001 Quarters

New York

The New York quarter, the first quarter of the 2001 series, features the Statue of Liberty superimposed over an outline of the state along with the inscription "Gateway to Freedom." Also incorporated into the state outline is a line tracing the Hudson River and the route of the Erie Canal.

The New York design celebrates the "Empire State" as a point of entry for millions of immigrants seeking the political freedom and democracy that American citizenship provides. President Grover Cleveland accepted the Statue of Liberty, a gift from the people of France, on behalf of the United States on October 28, 1886. Lady Liberty was designated a National Monument on October 15, 1924, and underwent extensive restoration for her remarkable centennial on July 4, 1986. Governor George E. Pataki asked the U.S. Mint to add the line tracing the Hudson River and the route of the Erie Canal because of the vital developmental role of the waterways.

State Capital: . . . . Albany
State Bird: . . . . . Eastern Bluebird
State Tree: . . . . . Sugar Maple
State Flower: . . . . . Rose
State Motto: . . . . . Excelsior (Ever upward)

Entered Union (rank): . . . July 26, 1788 (11)
Nickname: . . . . . Empire State
Origin of Name: . . . . . In honor of the Duke of York
State Song: . . . . . "I Love New York"

North Carolina

The North Carolina quarter, the 12th in the series and the second quarter to be released in the 2001 series, highlights the famous 1903 photograph of the "First Flight."

The North Carolina quarter commemorates the historic feat that took place on December 17, 1903, at Kitty Hawk, North Carolina with the first successful flight of a heavier-than-air, self-propelled flying machine. The craft, called the Flyer, traveled a distance of approximately 37 meters (120 feet) on its first flight and soared even further as one of the most significant human achievements in history.

State Capital: . . . . . Raleigh
State Bird: . . . . . Cardinal
State Tree: . . . . . Pine
State Flower: . . . . . Dogwood
State Motto: . . . . . Esse quam videri (To be rather than to seem)

Entered Union (rank): . . . . . November 21, 1789 (12)
Nickname: . . . . . The Tar Heel State or The Old North State
Origin of Name: . . . . . In honor of King Charles I of England
State Song: . . . . . "The Old North State"

Rhode Island

The Rhode Island quarter, the third quarter of the 2001 series, honors the "Ocean State." Featuring a vintage sailboat gliding through Rhode Island's famous Narragansett Bay, and an image of the Pell Bridge in the background, with the design showcasing Rhode Island's most popular sport—sailing.

With more than 400 miles of coastline, Rhode Island, the smallest state in the Union, has more than 100 fresh water and salt water beaches. Known as the "sailing capital" of the world, Rhode Island was home to the America's Cup for more than 50 years. Narragansett Bay is crucial to the architecture of Rhode Island. An inlet of the Atlantic Ocean, extending into eastern Rhode Island, the Bay receives four major rivers, and has several islands.

State Information 2001 Quarters

State Capital: . . . . Providence
State Bird: . . . . . Rhode Island Red Hen
State Tree: . . . . . Red Maple
State Flower: . . . . . Violet
State Motto: . . . . . Hope

Entered Union (rank): . . . . . May 29, 1790 (13)
Nickname: . . . . . The Ocean State
Origin of Nickname: . . . . . From the Greek Island of Rhodes
State Song: . . . . . "Rhode Island It's for Me"

Vermont

The Vermont quarter, the fourth quarter in the 2001 series, features Camel's Hump Mountain with an image of maple trees with sap buckets in the forefront.

The design honors the "Green Mountain State," the first state admitted to the Union after the original 13 colonies. Vermont is most famous for its skiing and the production of maple sugar and syrup. Until the 1800s when cane sugar was introduced, Americans relied on Vermont's maple sugar for much of its sugar supply. Featured on the quarter is Camel's Hump Mountain in the northern half of Vermont's Green Mountains. Camel's Hump is easily recognized by its unique double-humped profile and is one of the highest peaks in Vermont.

State Capital: . . . . Montpelier
State Bird: . . . . . Hermit Thrush
State Tree: . . . . . Sugar Maple
State Flower: . . . . . Red Clover
State Motto: . . . . . Freedom and Unity

Entered Union (rank): . . . . . March 4, 1791 (14)
Nickname: . . . . . Green Mountain State
Origin of Name: . . . . . From the French "Les verts mont," meaning "green mountain"
State Song: . . . . . "Hail, Vermont!"

Kentucky

The Kentucky quarter, the fifth and last quarter in the 2001 series, shows the stately mansion, Federal Hill, with an inscription that reads, "My Old Kentucky Home." A thoroughbred racehorse is positioned behind a fence in the foreground of the quarter.

Kentucky was the first state on the western frontier to join the Union and is one of four states to call itself a "commonwealth." Kentucky is home of the longest running annual horse race in the country, the Kentucky Derby. The famous Kentucky Bluegrass country is also grazing ground for some of the world's finest racehorses. Featured on the new quarter is another prominent symbol of Kentucky, Federal Hill, which has become known as "My Old Kentucky Home." The design shows a side view of the famous Bardstown home where Stephen Foster wrote the state song, "My Old Kentucky Home."

State Capital: . . . . Frankfort
State Bird: . . . . . Kentucky Cardinal
State Tree: . . . . . Tulip Poplar
State Flower: . . . . . Goldenrod
State Motto: . . . . . United we stand, divided we fall

Entered Union (rank): . . . . June 1, 1792 (15)
Nickname: . . . . . Bluegrass State
Origin of Name: . . . . . Generally thought to be a Native American word meaning "great prairie"
State Song: . . . . . "My Old Kentucky Home"

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1999	2000	2001

1999

2000

2001

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IN GOD WE TRUST
2001

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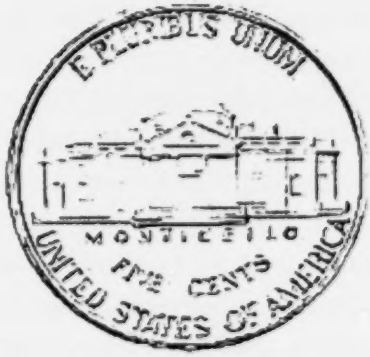

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The United States Mint 50 State Quarters™ Program

Release Year	Statehood Date
1999	
Delaware	December 7, 1787
Pennsylvania	December 12, 1787
New Jersey	December 18, 1787
Georgia	January 2, 1788
Connecticut	January 9, 1788
2000	
Massachusetts	February 6, 1788
Maryland	April 28, 1788
South Carolina	May 23, 1788
New Hampshire	June 21, 1788
Virginia	June 25, 1788
2001	
New York	July 26, 1788
North Carolina	November 21, 1789
Rhode Island	May 29, 1790
Vermont	March 4, 1791
Kentucky	June 1, 1792
2002	
Tennessee	June 1, 1796
Ohio	March 1, 1803
Louisiana	April 30, 1812
Indiana	December 11, 1816
Mississippi	December 10, 1817
2003	
Illinois	December 3, 1818
Alabama	December 14, 1819
Maine	March 15, 1820
Missouri	August 10, 1821
Arkansas	June 15, 1836
2004	
Michigan	January 26, 1837
Florida	March 3, 1845
Texas	December 29, 1845
Iowa	December 28, 1846
Wisconsin	May 29, 1848
2005	
California	September 9, 1850
Minnesota	May 11, 1858
Oregon	February 14, 1859
Kansas	January 29, 1861
West Virginia	June 20, 1863
2006	
Nevada	October 31, 1864
Nebraska	March 1, 1867
Colorado	August 1, 1876
North Dakota	November 2, 1889
South Dakota	November 2, 1889
2007	
Montana	November 8, 1889
Washington	November 11, 1889
Idaho	July 3, 1890
Wyoming	July 10, 1890
Utah	January 4, 1896
2008	
Oklahoma	November 16, 1907
New Mexico	January 6, 1912
Arizona	February 14, 1912
Alaska	January 3, 1959
Hawaii	August 21, 1959

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